HEATHROW PRIMARY – A Triple A School.

Attitude Achievement Aspiration

At Heathrow Primary School, PSHE underpins our whole school philosophy to equip children with the tools to thrive in today's constantly changing society.

We use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) Curriculum to teach PSHE across the school. SCARF is part of Coram Life Education. The framework will provide children with a comprehensive PSHE and Wellbeing programme throughout their primary years at Heathrow Primary School. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

Our PSHE is delivered through creative, hands-on learning activities that engage and inspire the children. Our curriculum enables our children to become healthy, independent and responsible citizens.

Topics within SCARF include: Me and my Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best and Growing and Changing.

Over the Autumn term, all the children will focus on Me and my Relationships and Valuing Difference. We feel that as parents you should be aware of the learning outcomes being covered each term so that if your children ask you questions you know where they have arisen from. Here are the learning outcomes that Year 6 will be covering this term:

SCARF Lesson Plan title & **half-termly unit**	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Let's negotiate	•Explain what is meant by the terms 'negotiation' and 'compromise'; •Suggest positive strategies for negotiating and compromising within a collaborative task; •Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Solve the friendship problem	•Recognise some of the challenges that arise from friendships; •Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Assertiveness Skills	•List some assertive behaviours; •Recognise peer influence and pressure; •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
Don't force me	•Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree.
Acting Appropriately	•Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.
Valuing Difference	
Ok to be different	•Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers.
We have more in common than not	•Know that all people are unique but that we have far more in common with each other than what is different about us; •Consider how a bystander can respond to someone being rude, offensive or bullying someone else; •Demonstrate ways of offering support to someone who has been bullied.
Respecting differences	•Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
Tolerance and respect for others	•Understand and explain the term prejudice; •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
Advertising friendships!	•Explain the difference between a friend and an acquaintance; •Describe qualities of a strong, positive friendship; •Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).